An Introduction to the Compendium of Parenting Interventions

Joshua Sparrow: Hello, everybody.

I'm Joshua Sparrow. Thank you so much for joining us to learn about what we hope will be a useful new resource for the early childhood field. Linda Smith, Deputy Assistant Secretary for Early Childhood Development for the Administration for Children and Families at the United States Department of Health and Human Services, has asked us to share her opening remarks with you about the compendium of parenting interventions.

The development of the compendium of parenting interventions is part of a much larger agenda of the Administration of Children and Families. The Administration of Children and Families commissioned a study by the National Academy of Sciences that should be done by late spring of 2016 that will help determine what the national policy should be on parents and what should be done for parents in their role. This compendium is just part of the Administration for Children and Families' strategy and a first step in providing some guidance for programs in order to help them select evidence-based parenting interventions. Many parents look to their childcare providers, whether they are family childcare providers, center providers, a Head Start program, or a pre-K program, for advice. Therefore, the effort to develop the compendium is to help childcare Early Head Start, Head Start, and PK providers select parenting programs that work for the families that they serve. The Administration for Children and Families has had an interagency working group working on the issue of parenting and parenting interventions for quite some time.

The compendium of parenting interventions is really the Administration for Children and Families' launch and its first product to address parenting. And the Administration is very proud and happy. Linda was also sure to let us know that she hopes that when you complete viewing this webinar, you will see that the compendium is going to provide you with support and the information that programs have been asking for for quite some time.

Finally, Linda wanted to thank Kiersten Beigel at the Office of Head Start and Shantel Meel at the Administration for Children and Families, who have been guiding this effort. I'd like to thank Linda for her leadership. And to join my thanks to her is for Kiersten's and Shantel's support and guidance on this project.

I also want to thank the Interagency Group at the Department of Health and Human Services for its guidance on this project, and to Child Trends, which provided invaluable review of this compendium and has also produced an implementation guide to be used as a companion to the compendium. And now we will begin our briefing about the compendium of parenting interventions.

There is broad consensus among early childhood researchers, policymakers, and practitioners that parenting has a profound effect on child development. Healthy parenting

leads to better outcomes for children and supports their resilience in the face of adversity. Parents are their children's first nurturers, teachers, advocates, and buffers from stress.

Positive parent-child relationships set the stage for children's success in school and in life. Therefore, parents are our most important partners for supporting the development and well-being of young children. Accordingly, a primary goal of parenting interventions, as we define them in this compendium, is to promote positive child outcomes by enhancing parents' capacity to provide their young children with a sensitive and responsive care they need for learning and optimal development.

Parents are children's first and lifelong educators. Yet, parents' most important teacher about parenting is their own child. As they watch, listen, and learn, parents become the experts on their children and know them better than anyone else. Because children are each unique, there is no single right way to raise them, but parenting interventions can help parents find ways that work for their family and their child.

Parenting interventions are important because they have the potential to help support children and families along positive developmental pathways. Interventions delivered early in a child's life can have a particularly powerful effect on child and parent and family outcomes as compared to interventions that begin later in childhood or later still during adolescence. Those interventions that lead to positive outcomes for parents and for families also are likely to have considerable benefits for their young children. In this compendium, we review parenting interventions beginning during pregnancy, and for families with children between birth and eight years of age.

So today we're going to talk about the compendium briefly. And we'll refer you to the links so that you can download the compendium for your own use. We will briefly touch on how we decided which interventions to include. We'll talk about the limitations of the evidence and the challenges of the research. And then we'll talk about how to choose parenting interventions for your state, your system, your network, your program. And we'll take a look at what information you can find in the compendium. And finally, we'll touch on the challenges in the areas of fidelity and the adaptation for developing, evaluating, and using parenting interventions.

Let's start by talking about the definition of a parenting intervention. We have a very particular definition which we use to make the hard choices about which interventions should be included in the compendium so that we could have a user-friendly resource specifically for the early childhood field.

So here, we define a parenting intervention as a structured set of activities for children's primary adult caregivers that are intended to positively influence parenting behaviors and achieve positive outcomes for children.

These parenting behaviors that these interventions seek to influence include nurturing, discipline, teaching, language, monitoring, and management. All of the interventions included in this compendium have essential focus on parenting. They offer some kind of a

standardized manual often with other supports to help staff deliver it effectively to parents. And they all can be offered in early care and education settings.

So let's stop here now that many of you had a chance to login and join us, to find out a little bit about why you are here with us today. So if you could quickly take a look at the poll question, we're very interested in learning why you are interested in today's webinar. Please feel free to take just a couple of seconds to check any and as many of the boxes that apply to you. People are checking the boxes really, really quickly here, so maybe just a few more seconds.

So I'm not sure that we have everybody's response, but we've got looks like probably close to 400 responses, so I'm going to end the poll and we'll take a look and see why you are joining us today. So it looks like there are about 30 percent of participants today who are currently implementing the parenting intervention. About a quarter who are currently searching for a parenting intervention. About 1/5 who are in the process of making a decision about implementing a particular parenting intervention. About a quarter who are considering implementing a parenting intervention in the future, 38 percent working on state or local policies with regard to parenting interventions or family engagement. And nearly half of you are interested in disseminating or promoting parenting information in your networks.

So thank you very much for taking a look at our poll. It's very helpful to us certainly to know who has joined us today. We will before we end have time for a few questions from all of you. And I believe we've got one more poll question that we'll come to later on in the day. At the end of the hour, we will save about 15 minutes for everyone who would like to, to connect with each other. But now let's return to our PowerPoint slide. And move on to the purpose of the compendium.

We were charged to develop a compendium that would be user-friendly and really serve the field. And understood that most early childhood stakeholders haven't had the time to review existing evidence to support using one intervention or another. So we undertook a methodical review of parenting interventions and have summarized them in this compendium as a resource that you can use to inform your choice about the right intervention for your program, school, community, or state, and for the families with which you work.

The purpose of the compendium is to provide you with the information you need to make informed judgments about which parenting intervention to use to improve child outcomes specifically. The compendium is intended to assist you in choosing parent interventions that you are carefully aligning with the data you collect in your program, community, network, or state, about the strength, needs, and goals of the families with which you partner. To align it with your program, committee, network, or state mission, goals, resources, and capacities. To align with Head Start Program Performance Standards and quality rating and improvement systems, as well as Head Start and state early learning guidelines. In addition, one feature of the compendium that we believe is novel and much-needed, and we've heard back in initial feedback that this appears to be the case, that it also provides information about the resources you will want in order to successfully implement specific parenting

interventions and the types of supports available for the different parenting interventions to do so.

And as I mentioned, the accompanying of limitation guidebook was produced to help you develop your own process to assess your readiness for implementation of the parenting intervention you choose, and to help you advance toward readiness if you're not ready yet. You'll also be able to use the implementation guidebook to help you select and implement intervention that is a good fit with your needs and strengths.

The intended audience for the compendium of parenting interventions is really specifically the early care and education field, including staff and directors, also school principals, educators, and leaders of programs, schools, communities, and state initiatives, parents and other stakeholders in the well-being of young children and their families.

Here you'll see a selected set of the criteria, the inclusion criteria that we used for inclusion in the compendium. You will want to take a look at this section in its entirety through the link to the compendium to see the full list and the rationale for each. But among the selected criteria, the evidence criterion is at least one published peer-reviewed study, showing child outcomes in one or more of the following areas. And you can see that the areas of the child outcomes are very specific and focused. Next, the interventions had to have a broad focus on child development and learning with potential relevance to all parents and other primary adult caregivers rather than focusing on a specific issue. The interventions chosen also had to be designed to engage families with children prenatally through eight years of age or a period of time within the first years. There also was the requirement that there be enough information currently available to potential users to be able to implement the intervention and the intervention needed to have the potential to be replicated.

Now, among the exclusion criteria that we selected to present on today's webinar, and again, these are not the complete list, and you can find those in the compendium. We excluded interventions that were narrowly focused as therapeutic or medical interventions or that required licensed clinicians exclusively to deliver them. And we excluded interventions that were designed specifically for groups of parents who face a particular individual family or environmental challenge or whose children face a particular challenge.

Now, in reviewing the interventions, we were impressed with the challenges of developing the kind of evidence that the field ultimately will need. And found that there are a limited number of parenting interventions for use in early childhood education settings that really do have published evidence clearly showing that the intervention directly leads to positive parenting and child outcomes. There are even fewer parenting interventions that meet the inclusion criteria of this compendium that were also initially designed by and for or with specific cultural and ethnic groups in mind.

The relative lack of published evidence for parenting interventions designed or adapted for specific cultural and ethnic groups is consistent with the broader pattern of disparities seen in health and education. And we felt that it was important to make a very focused exception

to the evidence criterion to include those for those groups that met all the other criteria. And again, please do look at the compendium in its entirety so that you can have a more complete explanation of that strategy.

And now I will turn it over to Cathy Ayoub, who will tell you about what the compendium offers to help you choose a parenting intervention.

Cathy Ayoub: Thank you, Josh. Good afternoon, everyone. I'm going to talk first a little bit about choosing a parenting intervention. And there are a couple of things that we hope that you'll consider. The first is really asking the question, what parenting interventions are currently being delivered, and to what effect? What kind of impact do they have? And from that, we really want to know about child outcomes that might be improved by a parenting intervention and family outcomes that might be improved by a parenting intervention.

Then, another question to consider is, what data do programs, communities, networks, or states have about strengths, needs, and interests of parents that might match the parenting interventions that might be listed here? What resources are needed to deliver an intervention? What resources will be needed not only to deliver but to sustain implementation and outcomes over time? So we'd ask you to think not only in the short term, but in the long term. And finally, what evidence do you find for interventions' effectiveness in achieving these child outcomes within your particular settings? So our suggestion is really to think about each of those. And as you're thinking about those things, I'm going to tell you a little bit about what information is actually provided in the compendium. In other words, what will you find when you turn the page and look at the compendium? Again, here you can see the table of contents. And I'm going to talk a little bit about the key components. First of all, there is a table at a glance. There are then research and outcome tables. And these two tables really provide you with kind of a bird's eye view of all of the interventions so that you can compare them. Then there are profiles that are quite detailed on each intervention, and we follow that with a glossary of terms, so we all are on the same page. And then, references.

So let me start to walk you through the compendium. First of all, there is the at a glance table. And after you get through the narratives in the compendium, the first thing that you will come to is what we call this at a glance table. The at a glance table contains some basic information about each one of the 20 interventions.

And here's an example. First, there is an intervention name and description. Then, we really will tell you about child outcomes. We tell you about the age groups to which this particular intervention applies. The kind of training, particularly initial-required training, in order to implement. The qualifications for staff providing implementation. And finally, information about startup costs. So again, you can go through the compendium and take a look and compare at a glance all of the interventions included.

Then there's a second table which we call our research and outcomes table. And this is a table that helps you understand the evidence base for each intervention, and you can compare them again across the 20 interventions. So first of all, the intervention name. We tell you about the number of peer-reviewed publications and we actually rate the number of

publications, so you can get a sense of how robust the evidence is. We also tell you something about the study design, about the characteristics of the measures, and about the sample size. So that those of you who are interested in the evidence base, you also have some comparative data. And then the second part of this table breaks down in more detail .both child and family outcomes as they've been grouped across each of the interventions

So these two tables really provide a nice summary of what is in the compendium. Then, if you want more detail, let's talk about the profiles. Each intervention has a profile. And the profiles really provide you with in-depth information that we hope is put together in a way that is understandable about each of the interventions.

So let me tell you what you'll find here. First of all, to the far right, you will find information about who the developer is, how do you reach the developer, and what kind of information they have around training contacts. So there's developer information. You want to follow that then by an overall description of the intervention at the top.

Then that's followed by specific objectives and core components of the intervention. So once you get through the first page of the profile, you should readily be able to have a clear and in-depth understanding of what the objectives and the core components of this particular intervention include.

Then there's a section in intervention intensity and length. Then there's also information about implementation. So how many families have been served by this information? When was it first made available to the public? Where has it been implemented? What kinds of agencies or sectors have been served in terms of intervention implementation? Then there's a section on workforce qualification, on training.

And this also includes basic training and support from the developer. There is a section on costs, both one-time cost, training costs, and then sustainability costs. There's information on the languages in which the intervention can be delivered. And finally, the last section of each profile involves information about the specific family outcomes that have been identified through evidence-based research for this intervention.

And finally, there's a section that talks about both adaptation and modification and enhancements.

So again, there are 20 interventions in this compendium, and this information is available for each.

Once you get through the profiles, and that's quite a job, if you're interested in a number of them, we bring you to the glossary of terms. And we'd urge you if you find that you're reading along either in the narrative or in the profile, and you find terms that you wonder about or terms where you wonder how we're really defining those terms, please take a look at our glossary of terms. And this will get at will have us all on the same page in terms of the

kinds of descriptions that we provide in the compendium. And finally, the last section of the compendium includes references. We have general references about parenting, parenting interventions, any of the references that we cite in the front part of the compendium. But we also have a section that provides very specific information about each of the profiles. So you can go to this section of the references and, all in one place, you can look at the references for each of the interventions.

Now, there are -- most of these references are for the evidence-based peer-reviewed publications. But in each case, when there were strong documents that provided additional evaluation of a given intervention that might not have been peer-reviewed, they certainly might've been documents that were submitted for government review and other or foundations. And we include those as well for your information.

Finally, we want to say a little bit about fidelity and adaptation. An intervention that's implemented with fidelity is delivered in the same way as its developer intended for it to be delivered. So one of the things that was important to us to convey was that before attempting any modifications or adaptations, it's important to confer with the developer. And it's one of the reasons that we wanted to make sure that we had up-to-date and multiple vehicles for each of you be able to contact the developer if you needed to do so.

One more word about fidelity and adaptation. We actually talked about modifying or making minor changes in an intervention to really match your community or your state or your organization or your network.

And that was important for us to talk about. And this is really important in order for you each to arrive at the best possible fit for the agency, the community, the state that's delivering a given intervention.

It's also really important to address the concrete logistical and resource realities of agencies and families so that you can personalize each intervention. And we called those minor changes, as you can see, modifications.

We identified adaptations as being larger changes in an intervention that really might be needed, but that would, again, probably require more involvement from the developer. And one example is taking a center-based child care intervention, a center-based intervention for child care, and adapt it to home base. So that when there is a considerable setting change, you might want to take a look. The other thing is we wanted to be very clear that it was important to be acceptable to and respectful of and useful for a particular cultural group. So this was really important to us for consideration along the way.

So now we're going to ask you to weigh in again for us with another poll. And our question here is, how might we focus technical assistance efforts for you around parenting given what you have just heard about the compendium of parenting interventions?

And I'll give you a minute. It looks like people are starting to weigh in.

Okay, it looks like this is really interesting. It looks like most folks are really interested in linking parenting interventions with efforts around family engagement. And I hope we'll be

able to take your questions and also in the Q&A that we can have after this with the chat, that we can talk about this. Because it looks like about 63 percent of you are really interested in that as an option. It also looks like there are some interests, at least 15 percent or so of folks are interested in evaluating a parenting intervention, as an evaluator, you touch my heart. And it also looks like probably 5 percent of folks are interested in identifying needs for parenting intervention and a very important first step. And also selecting an intervention. And it looks like the implementation of a parenting intervention has about 10 percent of you who really may be interested. Well, thank you, this is really helpful, really helpful to know. And hopefully this will open the door to taking your questions in just a moment or two.

So let's move back to the slide.

We wanted to make sure and I want to mention again, the guidebook for implementation that I believe Josh mentioned earlier. There is a companion piece to the compendium. And it is really a very detailed step-by-step guidebook for implementing parenting interventions in early care and education settings. And I urge you to take a look at both of these documents together if you're thinking about and looking in an intervention and also making all of some of the connections that make some or all of the connections that you were talking about in .the poll

So I'm going to turn this over to Kiersten Beigel. And Kiersten, do you want to say a final word here before we open things to questions?

Kiersten Beigel: Well, I'm sitting here with Linda, and we look forward to interacting a little bit more with you. Did you have any final thoughts or impressions as to what?

Linda Smith: No. The polls were very interesting. We appreciate people participating in them. It does help us understand what the needs are around the country, and hopefully we'll get more as we take your question. I hope that people out there are as excited about this tool as we are here. I think it meets everything that I would have imagined had I been still sitting out there as trying to do this work and trying to understand the research that supports these interventions, how to select them and so forth. So hats off to everyone who's really worked on this project. It's been a long time in the making. And I think we want to open it up to your questions now to see what your thinking is. If you could type your questions into the chat box, we'll do our best to answer them and take it from there.

Kiersten: One other thing, this is Kiersten Beigel, we've been, you know, hard at work in the office at Head Start really reviewing public comments on our proposed regulations. So for those of you out there in Head Start world, you've been who saw that regulation around implementing a parenting curriculum, and you're kind of wondering. We had a lot of feedback where people were, you know, asking for what would the appropriate curriculum be. And you know thoughts about adaptation and wanting to make sure that, again, that match of parenting invention and culture. So we did get a lot of feedback, most of it

favorable, about trying to move forward in this direction. But I just thought I'd share that in case that's on folks' minds.

Linda: We do have that's been typed in and it says: Which program keeps parents coming? And I think that's a really good question. And I don't and I would say and I would invite anyone else to hop in on this, Josh or Cathy. But I think the programs are very important and the content is very important. But so is the trainer that you select to use the compendium, their skills, their knowledge, and how they engage parents in the conversation. Because my own experience has been if parents are engaged, they learn more from each other, they learn. And we need to offer those opportunities. So I think there isn't one program that I would say does that. But probably any program that's selected that's right for the audience will do that if the people conducting the intervention and the training are doing it in a way that is good for parents and engaging parents.

So we have another question. Do the interventions consider the trauma factors in families

I'm going to ask Josh or Cathy to take that one.

Cathy: Sure, thank you, Linda. This is Cathy, and Josh and I can both answer that. One of the things that we'd urge you to do is to take a look at the individual interventions, because some of them have more of a focus on trauma or on at-risk families than others. So this is where it's really important to do due diligence and take a look very carefully at each of the interventions. I do want to clarify, these are not therapeutic interventions, there's a whole other group of very powerful interventions that are not what we call universal. In other words, they're interventions that need to be delivered, for example, by a licensed mental health person. And those are not included in this compendium. Because we were looking for universal interventions that could be delivered by staff that might be present in most early care programs.

Linda: There's a question here, was this designed specifically for early care and education settings, or can it be used in community-based settings? Or will you be creating a compendium for community-based organizations? And I think the answer is yes, it can be used in community-based organizations, depending on their needs and their goals of providing, you know, parent support program. So again, I think it's more, what are you looking for, what are your needs. And the particular intervention respond to the needs more so than, you know, is it in a community-based or early childhood setting.

Cathy: Linda, I think you're absolutely right about that, and again, if you take a look at the profiles, the profile for each intervention does describe where how it's been used and the kinds of settings in which it's been implemented. So we hope to give you some of that information so you can narrow down your choices and then contact developers.

Linda: There's a really good question here from Heather Fitzpatrick, and I think that we'd like to give this one thought. She's asking is there a way to know who might be facilitating these kinds of programs. I could see pediatricians hoping to refer families. And, Heather, that's an excellent question and that has been my experience in doing this work. You find all kinds of agencies referring families to some of these interventions. So I think what we might need to

look at as we move on with this is, how do begin to share the information and make sure that we're getting what we know out to other agencies. And that would include pediatricians, it might include, you know people in other areas in social services and other program areas such as WIC. There are a lot of places that we could begin to think about that. So that's a really a great question. We thank you for bringing it up.

Joshua: In the profiles and also in the at a glance table, you will see the developers' recommendations for who would be facilitating the interventions. And those recommendations are part of the evidence base in the sense that when these interventions were studied, they were studied with particular facilitators. And one of our criteria was that these could be facilitated by folks in early childhood care and education settings. That doesn't mean they can't be used elsewhere, but that at a minimum, they had to be implemented and tested in those settings and by those folks. And when you think about what we have evidence for, if these were going to be used in other settings implemented by other people, there wouldn't necessarily be direct evidence for the results of that kind of a change from the original study. And this gets to what Cathy introduced you to with regard to fidelity and adaptation, changing the setting, and changing who's facilitating it, would constitute an adaptation. And you'll see in the compendium and also in the implementation guide recommendations about undertaking some of these adaptations.

Kiersten: Josh and Cathy, this is Kiersten. And I'm seeing a lot of questions that relate to this idea of family level, kind of unseen questions about, what about a family literacy focus? And thinking about, you know, sort of outcomes for families as well. Can you guys talk a little bit about what... Oh, there was a question around strengthening families and the protective factors, and so that made me think about that too. Could you guys talk a little bit about the process for decision making around that and how some of these interventions, how people can make decisions about that piece?

Joshua: If you look at the peer-reviewed published research and outcomes table in the >> compendium, you'll see that we have included child and family outcomes. But having child outcomes demonstrated was a requirement for inclusion in the particular compendium. And then among the child outcomes, one that we did document in reviewing the research on the interventions was, in fact, language and literacy. We did also in the profiles, and there were separate profiles, as Cathy said, for each of the interventions included, note where the interventions were available in multiple languages, where they had been used in multiple communities with multiple groups, and where they were actually evaluated with groups that were different from the initial group for whom it was developed and where it was tested. And one of the things that you'll see if you look across all of the profiles, very few of the interventions actually have evaluated the adaptations that they made for youth with groups of families that were in some significant way different from the families that they began with. There are a couple of interventions that were designed by and for Latino families, which I alluded to earlier, in terms of our strong commitment to having this be inclusive. So I would urge you to flip through the profiles and to look at the at a glance table to get more detail in response to that question. Was there more, Kiersten, that you thought we ought say, or Cathy, want to add?

Cathy: No. The only thing that I would add was that there -- there certainly are interventions in here, as Josh mentioned, that have been used across multiple communities of people from a number of different ethnic and cultural backgrounds, different regions of the United States, rural and urban. But there also is a small but significant group of interventions that were developed specifically for Latino families, African-American families, and Native American, Alaska native families. And so we felt that it was particularly important to really acknowledge those interventions that had some evidence-base that actually were developed for those particular communities. So you really have a combination of both those that have been developed across multiple communities and then those that originated with certain cultural and family and child-rearing practices in mind.

Linda: We've had several questions about the cost of this area's interventions and sustaining them. I think if you're in a Head Start program, that, you know, you're in a good position to be thinking about this with some of the work that we do around family engagement, parent engagement in that area. I would also, and I think someone answered the question in here in one respect. Community foundations and the foundation world in general is very interested in this as an issue and something that they support. So look in your area for community foundations that might be thinking about some of these types of programs or funding support. That is something that I think, depending on which one you choose, you're going to have to be aware of the cost and also the follow through after the parenting intervention is over. So I think that there are a number of ways to get at that, there's no single answer. There will be no federal funding stream that would provide all of the answers on that. But I think that there's just a number of ways to get at it.

Joshua: Sorry, go ahead, Linda.

Linda: No, go ahead.

Joshua: I was just going to say, if you take a look at the at a glance table, you'll see that >> the very last column reflects the startup costs. So you can quickly compare costs of programs. Of course, this was based on the data we received while we were pulling this together, and it may change. But it allows you to do a quick comparison. And then if you look at each individual profile, once you begin to narrow your choices, you'll see there's some more information. We were not able to find out a lot about the cost of sustaining over time. So on the table, its startup costs exclusively. And there have been a couple of really great questions that we had too where the data hasn't been collected, and sustaining costs over time is one of those areas. Another area is how well these interventions do in attracting and retaining people over time. That's looked at when they're initially studied, but they're studied under research conditions, and once they're out in the communities, there is not a whole lot of data about how well these interventions do. We would have loved to have been able to pull that together for you; it's just not there in any reliable way at this point. And honestly, one of our goals in doing this was to highlight where the gaps are in the research. And I think your questions are really critical in reflecting what we still need to know that just isn't part of the research for the most part currently.

Linda: You know, another thing that we can do here from our offices here in Washington is to put together some of these webinars for the foundation community. I think, you know, if

they can see what's out there, and we give them some ideas, we might make some linkages with that. So I think there's some work we can do around that, that we'd be happy to take on. I just want to say, you know, we're sitting here looking at the comments and the questions, and it really is amazing. You guys are giving us excellent things, questions and comments that we can take back and use to continue the work here. So this is very, very helpful as we move toward, you know, more policy guidance and other things that we're thinking about here

Kiersten: Cathy and Josh, was there one more question that you wanted to answer, as our wonderful presenters before we close it up?

Joshua: There all really terrific and really helpful, and we are going to hold onto all of >> them and cherish them as data hoarders and see what we can do to get to work on them. There was one that I thought was really important because I've heard it so many times from so many people, which is, what you do about initiative fatigue? That is, when you bring in a new programmatic intervention, you know, staff rolls their eyes and say, well, I thought we were doing this? No, that was last year, and so next year we'll do something else. I think it's a really important question that when we bring in interventions, we have to consider. The suggestion that I have, and I'll be interested in your thoughts, Cathy, too, is that part of selecting interventions is based on aligning them, as we said, with your mission, your vision, your goals, your values, the strengths and beliefs of your community. And when you bring in an intervention that has been vetted in that way very carefully to align with those local considerations, I think part of the message can be, this isn't really something new. This is who we are and what we believe in and what we care about, and we're going to use this to continue down the path that we set out on and committed to way back when. And this will help us in this specific area or that specific area, but it aligns with who we are and what we've always done. So that's my beginning of an attempt to answer it. I wish that we could get answers from all several hundred of you, and maybe we will at some point.

Cathy: The only thing that I would add to that, I agree completely, Josh, is that when you move down the path to really look at a parenting intervention, I would urge you to do multi-year planning. And I think that actually the implementation guide that is the partner document with the compendium is very helpful, because you'll see it actually has a very nice table that really says, this is what startup looks like, and this is what tends to happen in the first year or two. And then you get year three and things are a little bit more settled. And so if you can think of things in the context of stages and know that startup isn't all goodness and light once you choose a model, but it can be tough to figure out how to make something work. That sometimes that can help. But I would look for things for sustainability, I think that's a really important question as well. And I think Josh emphasized that in what he said.

Linda: Okay, so I think our time is up here. We've had tremendous participation and we appreciate all that you've done on this. I just want to close by saying that I think this is one of the most important things that we're going to do here at ACF. As some of you may have read, I did a blog a while back when we launched this, and I recalled a parent who came to a parenting group that I had run by the county where I was living. And he was, you know, very obviously very emotional about his own experiences growing up. And talked about how he'd

hidden in a box, a cardboard box, so that he didn't get beat by his father. And when we went around the room and asked why people were coming, he said he just plain wanted to do better by his boy than his experiences had been. And I recall that and I recall another piece of that story. And that was, that by the end of that particular group of about ten different meetings, she and every other person in that room were so bonded, they were happy outings together. Their children were getting together. And it felt so good to see these parents coming together with a support network. I think that's one of the best thing that comes out of these things is parents support each other. And that is part of our role in doing this work. So I think if you think about those kinds of things as you work on these programs, think about what parents are going to get out of this at the end of the day, and that they can really make a difference in people's lives, how important this work is. So I again want to thank Josh and Cathy and all the people who have worked on this, Shantel and Kiersten here in the Washington offices. All I can say is my heart feels good that we've done this work and we're going to continue to do more of it. So Kiersten, do you want to say anything more?

Kiersten: Thank you very much, everyone, for joining us. In the spirit of networking, parent networking, and staff networking, we love to leave the chat open for you all to continue your discussions. So the chat rooms will be open till 4:15, so feel free to continue to ask questions and share information with each other. Thank you all so much for joining us today.

Be well.

[End video]